

**STUDENTS' INTEREST IN ENGLISH SPEAKING AT THE
SECOND YEAR OF MTs MUHAMMADIYAH 2
PEKANBARU**



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1432 H/2011 M**

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A Thesis
Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education Department
(S.Pd.)



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LIST OF CONTENTS

SUPERVISOR APPROVAL

EXAMINERS APPROVAL

ACKNOWLEDGMENT

ABSTRACT

THE LIST OF CONTENT	i
THE LIST OF TABLE	iii
THE LIST OF APPENDIX.....	iv

CHAPTER I: INTRODUCTION

A. The Background	1
B. The Problem	5
C. The Reason for Choosing the Title	6
D. The Objective and the Significance of the Research	7
E. The Definition of the Term	7

CHAPTER II: THEORETICAL FRAMEWORK AND OPERATIONAL CONCEPT

A. The Nature of Interest	9
B. The Nature of English Speaking	15
C. The Relevant Research.....	18
D. The Operational Concept	19

CHAPTER III: RESEARCH METHODOLOGY

A. The Research Design.....	21
B. The Location and the Time of the Research	21
C. The Subject and the Object of the Research	21
D. The Population and the Sample of the Research.....	21
E. The Technique of Data Collection	22

F. The Technique of Data Analysis.....	22
CHAPTER IV: DATA PRESENTATION AND ANALYSIS	
A. The Data Presentation	24
B. The Data Analysis	46
CHAPTER V: CONCLUSION AND THE SUGGESTION	
A. The Conclusion.....	53
B. The Suggestion.....	54
REFERENCE	
APPENDIX	
CURRICULUM VITAE	

ABSTRACT

M. Iqbal (2011): “Students’ Interest in English Speaking at the Second Year of MTs Muhammadiyah 2 Pekanbaru”.

The title of this thesis is “Students’ Interest in English Speaking at the Second Year of MTs Muhammadiyah 2 Pekanbaru. The subject of this research was the second year students of MTs Muhammadiyah 2 Pekanbaru object of this research was students’ interest in English speaking. While the formulation of the problem consisted of; How is the students’ interest in English speaking?, and What factors influence students’ interest in English speaking? Furthermore, the aims of the research were to find out and reveal the information about the students’ interest in English speaking and the factors influence.

In this research, the data was collected by using techniques of questionnaire. In analyzing the data, the writer used descriptive quantitative with percentage technique by using the five categories based on Suharsimi Arikunto; if the applied skills acquired by 80-100% is categorized to Very Good, 70-79% is categorized to Good, 60-69% is categorized to Sufficient, 50-59% is categorized to Bad and 0-49% is categorized to Very bad.

Based on the data analysis, students’ interest in English speaking at the second year of MTs Muhammadiyah 2 Pekanbaru is categorized into Good. This can be evidenced from the percentage acquired is 71.26%. Then, there are some factors in English speaking activities; internal motivation, environment of school and braveness of students.

ملخص

محمد إقبال (2011): رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية بالمدرسة الثانوية المحمدية الثانية باكنبارو.

هذا البحث تحت الموضوع "رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية بالمدرسة الثانوية المحمدية الثانية باكنبارو". و فرد البحث طلاب الفصل الثاني بالمدرسة الثانوية المحمدية الثانية باكن بارو, وموضوعه رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية. وتكوين المشكلة لهذا البحث هو كيف رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية بالمدرسة الثانوية المحمدية الثانية باكنبارو ؟ وما هي العوامل التي تؤثر رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية بالمدرسة الثانوية المحمدية الثانية باكنبارو ؟. واهذا يكون البحث لمعرفة المعلومات عن رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية و العوامل التي تؤثرها.

أما طريقة جمع البيانات في هذا البحث هي الملاحظة و الاستبيان. وفي طريقة جمع البيانات إستعمل الباحث خلال الطريقة التوية أخذها الباحث من كتاب سوه رسمى اري كنتو, إذ أن الكفاءة حصلت علي 80-100% فهي جيد جدا, و 70-79% جيد, و 60-69% كاف, و 50-59% ناقص, و 0-49% راسب.

بناء علي تحليل البيانات, أن رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية بالمدرسة الثانوية المحمدية الثانية باكنبارو جيد. هذا من خلال النتائج التي حصلت علي 71.26%. ثم, هناك العوامل التي تؤثر رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية وهي دوافع الطلاب نفسه والبيئة الدراسية و شجاعتهم.

ABSTRAK

M. Iqbal (2011): “Minat Siswa dalam Berbicara Bahasa Inggris di MTs Muhammadiyah 2 Pekanbaru”.

Judul skripsi ini adalah “Minat Siswa dalam Berbicara Bahasa Inggris di MTs Muhammadiyah 2 Pekanbaru”. Subjek penelitian ini adalah siswa kelas 2 MTs. Muhammadiyah 2 Pekanbaru, sedangkan objek penelitian ini adalah minat siswa dalam berbicara Bahasa Inggris. Adapun rumusan masalah pada penelitian ini adalah; Bagaimana minat siswa dalam berbicara Bahasa Inggris di MTs Muhammadiyah 2 Pekanbaru?, dan Apakah faktor-faktor yang mempengaruhi minat siswa dalam berbicara bahasa Inggris? Maka dari itu, penelitian ini bertujuan untuk mengetahui dan mengungkapkan informasi tentang minat siswa dalam berbicara bahasa Inggris, serta faktor-faktor yang mempengaruhinya.

Dalam penelitian ini, penulis mengumpulkan data dengan menggunakan teknik angket. Dalam hal penganalisaan data, penulis menggunakan teknik persentase dari deskriptif kuantitatif melalui lima kategori dalam buku karangan Suharsimi Arikunto; jika skill yang diperoleh mencapai 80-100% dikategorikan Sangat Baik, 70-79% dikategorikan Baik, 60-69% dikategorikan Cukup, 50-59% dikategorikan Buruk dan 0-49% dikategorikan Sangat Buruk.

Berdasarkan analisis data, minat siswa dalam berbahasa Inggris di MTs Muhammadiyah 2 Pekanbaru dikategorikan Baik. Hal ini dapat dibuktikan dari hasil yang diperoleh yaitu 71.26%. Kemudian, ada pula beberapa faktor yang mempengaruhi minat siswa dalam berbicara bahasa Inggris, yaitu; motivasi siswa itu sendiri, lingkungan sekolah dan keberanian siswa.

CHAPTER I

INTRODUCTION

A. The Background

Speaking is one of the language skills. It is the symbol of students' successful in learning a language. Based on the Indonesian curriculum, speaking must be concerned with teaching English for each level. Moreover, one way to undertake some activities in learning English is by speaking or conversation. Speaking is one of the communication competences that must be developed. Harmer (1991: 2) said that: "speaker says something because he/she wants something to be happened as the result of what he/she says". Referring to the expert's idea, it can be clarified that the speaker can get something by asking it from the other. She/he is able to order, request, shares something to some when she/he is able to speak. In short, speaking is the prime element in communication.

Furthermore, Burn and Joyce in Nunan (1999: 231-232) identified that: "there are three sets of factors that may cause the students reluctance to speak English, such as cultural, linguistics, and psychological factors". Firstly, cultural factors include ethnicity, geographical region, nation origin and social class level of education. Secondly, the linguistic factors include the difficulties in transferring from the learners' native language, lack of familiarity with the culture or social knowledge required to process meaning. Finally, psychological factors include shock, previous negative social or political experiences, anxiety or shyness and lack of interest.

The above language factors can clearly be seen in teaching and learning process. A teaching learning process will run well if a teacher and students avoid these factors and do more interaction. In effort of increasing the quality of education, it most puts to the teacher's activities in teaching learning process and supporting his/her students toward reaching of the desired education. The teacher's effort in increasing the qualities of teaching and education will be useless if it is not supported by his/her students. Winkel (1984: 30) stated that: "interest is specifying tendency at object to feel interest to something and fell happy dabbling in it". Whetherington (1991: 135) also supports that "people awareness that an object, person, and situation that concern to her/his self. Based on the expert's idea, the students' interest plays as a prominent element to reach the successful language learner.

Thereby, for reaching a purpose of education that can be called the result of learning needs a high learning interest, because by that interest, it can go to a good education result and high interest is an important education result. Besides, interest also can be determined the person view of life. Whetherington (1991: 136) stated that: "The high interest is the result of important education; the person is already educated marked by his/her large interest and he/she has a valued thing. Shortly, people view of life or all norm exchequers are determined by their interest".

To realize the high interest, it is really an easy work, because the interest needs a concentration and usually correlates with it. The concentration can emerge because of attention. Sumidjo and Srimardiani (1985: 13) stated that: "interest and concentration in learning are two factors related each other. Concentration often

arises because there is an interest toward lesson learnt. Basically, interest is a specific attention, while concentration arises because of attention”.

The appearing of students’ attention also depends on the teacher. Kalayo and Fauzan (2007: 35) states that: “The teacher’s role is to provide that knowledge by transmitting it to the learner, largely through lockstep, teacher fronted modes of learning. In the other words, teacher is one of medium to transmit knowledge to the learners and teachers have ways to draw the learners so that the learners interest in it. Rooijalers (1991: 17) argues that: “The appearing of students’ attention is depended on the teacher. If the teacher can interest his/her students’ attention so, the level of their attention will be high. It can be done by making variation in using voice tempo and using the variation of technique of teaching”.

According to Muhibbin Syah (1999: 165) said that teacher is one of external factors that influence students’ interest. In the other words, the students will learn and interest if they can get love and belonging. In this case, the students will expect that they can get love from their teacher if they can give good ideas and active in classroom.

Because of teacher’s existence has an important factor in appearing the students’ attention, the teacher should have a description about students’ abilities. Popham (1992: 17) identified that: we are obliged to have description about students’ abilities in order to be able to determine what they have had. Besides, we can use interest students’ needs themselves as the basic to make the decision of the certain

curricular. Beside the interest needs the mind concentration, it can also bear on the students' learning enthusiasm.

Thereby, it can be realized that in the learning program, the teachers should increase their students' interest in learning. If the students have interest in studying, automatically, teaching learning process will run well and the result will be optimally achieved.

MTS Muhammadiyah 2 Pekanbaru is one of the Private Islamic Junior High Schools in Pekanbaru. English is one of the subjects that taught there, and it is taught twice a week for 90 minutes. Furthermore, in learning process the students have been supported by good facilities like language laboratory and each student has text book to give easiness for them to study English hard. Besides, there are teachers who are qualified, educated as English teachers. Automatically, the teachers use various ways in teaching process to increase the students' interest like brainstorming, discussion, studying in a group or in pairs and by using media effectively in learning process. Its purposes are to make the students interested in studying English.

By various methods and creativities that have been done by the teacher and good facilities like language laboratory and each student has text book to give easiness for them to study English hard.

However in fact, the students of the second year of MTs Muhammadiyah 2 Pekanbaru are still shy to speak English.

From the writer's preliminary observation, there were some phenomena found as in the following:

1. Some of the students are seldom to speak English.
2. Some of the students feel shy in speaking English.
3. Some of the students are seldom to express their idea in speaking.
4. Some of the students seldom prepare themselves to study English.
5. Some of the students do not have many vocabularies.
6. Some of the students feel obstructed in their pronunciation.

Based on the phenomena above, the researcher is interested to do research of this problem entitled: **STUDENTS' INTEREST IN ENGLISH SPEAKING AT THE SECOND YEAR OF MTS MUHAMMADIYAH 2 PEKANBARU**

B. The Problems

1. The Identification of the Problems

Based on the background and phenomena above, the researcher would like to identify the problems as follows:

- a. What factors make students seldom to speak English?
- b. Why do students feel shy in speaking English?
- c. What factors make students seldom to express their idea in speaking?
- d. What factors make students seldom prepare themselves to study English?
- e. Why students do not have many vocabularies?
- f. What factors make students feel obstructed in their pronunciation?

2. The Limitation of the Problems

Based on this research, the researcher will not study all the problems; the researcher identifies the students' interest in English speaking at the second year of MTs Muhammadiyah 2 Pekanbaru.

3. The Formulation of the Problems

Based on the limitation of the problem above, the problems in this research will be formulated into the following research questions:

- a. How is the students' interest in English speaking at the second year of MTS Muhammadiyah 2 Pekanbaru?
- b. What factors influence students' interest in English speaking at the second year of MTS Muhammadiyah 2 Pekanbaru?

C. The Reason of Choosing the Title

The researcher interested in carrying this research title because of some reason, they are:

1. The problems of the research are very interesting and challenging to be investigated in term of teaching and learning English as a foreign language. The students are regarded to be interested in learning English, especially speaking as one of English basic skills.
2. The researcher is able to carry out this research regarding to the time, finance, resources and the researcher's knowledge.

3. As far as the researcher is concerning to this problem, it has not investigated yet.

D. The Objective and the Significance of Research

1. The Objective of the Research

- a. To investigate the interest of the students in English speaking at MTs Muhammadiyah 2 Pekanbaru.
- b. To identify what factors influence students' interest in English speaking at MTs Muhammadiyah 2 Pekanbaru.

2. The Significance of the Research

- a. To participate and give contribution to the students and teachers in the developing of the teaching and learning English, especially in speaking.
- b. To provide some information about the students' interest at the second year of MTs Muhammadiyah 2 Pekanbaru.
- c. To give input and information to the English teachers and the students of English Education and teachers Training Faculty of State Islamic University Suska Riau.

E. The Definition of the Terms

In order to avoid misinterpretation and misunderstanding, it would be better to the researcher to define a number of the terms used in the research.

1. Interest

Interest is specifying tendency at object to feel interest to something and feel happy dabbling in it Winkel (1984: 30). Sabri (1998) defined that interest is a tendency toward something to be frequently notified and recalled gaudily. Interest is closely relative to feelings mainly pleasure. Based on the definition of interest above, it can be concluded that interest is a tendency of the person to feel happy or interest to the something and he/she feels happy dabbling other sector. It means that, learning interest is students' tendencies to follow the learning of English speaking subject and feel happy and interested to learn it.

2. Students

Are persons who are studying to get knowledge that has particular interest in something (Hornby, 1989: 127)

3. Speaking

Speaking comes from the word "speak". Hornby (1989: 227) stated that to speak to reproduce words or to use words in order to utter the words by using conversation. Furthermore, Cristian (1975: 333) also stated that speaking is a productive skill, since it produces idea, message or suggestion.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Nature of Interest

Language intelligence is one of the eight double intelligences that said by Dr Howard Gardner in his book "Frames Of Mind: The Theory of Multiple Intelligences" Language intelligence relates to interest/ability to use Language, string up word and sentence, either through written and also orally. (<http://wyw1d.wordpress.com/2009/12/18/kecerdasan-bahasa-verballinguistic-intelligence>). It means that, in learning language, students should have ability to use language and make up good sentences. In speaking, students also hoped to use their competence, so they are interested in speaking activities and easily learn language itself. Basically, interest is very needed in everything. Moreover, in learning process, interest will influence the students to follow teaching and learning activities well.

According to Sabri (1998: 84) interest is a tendency toward something to be frequently notified and recalled gaudily. Interest is close related to feelings mainly pleasure. Therefore, interest will be happening because of pleasure toward something. Besides, Brubacher in Ratna (2008: 6 - 7) stated that: "In term of interest, like will, is function of ideas, or like desire, interest arises from a strong and vivid presentation of idea that is able to maintain themselves above the threshold of unconsciousness. Interest is used as outcome instruction when he referred to the

pleasing feeling that arises from the association of old and new ideas of a like nature”

Furthermore, Hornby (1995: 65) stated that: “desire to learn and to know about somebody/something; curiosity concern feels have show and express. In addition, interest will involve four aspects: they are tendency, willing, attention and desire. Interest is closed to motivation. If someone has interest about something, he/she will be motivated to do something about it. However, if there is no interest, there is no motivation.

In learning, if the students interest to the subject, they will be motivated to follow the subject and will learn seriously. By having interest, they will feel enthusiastic and enjoy the learning activities. For example: if a student interested in speaking subject, he/she will be motivated and enthusiastic in learning the subject. And of course, his/her speaking achievement will be better than uninterested students. Thus, it is important for the students to be interested in learning process in order to get a very good achievement

From the above idea, it can be concluded that interest is a factor that can influence someone when he or she wants something. Without having interest, someone will have no willingness to do everything. Meanwhile, interest is interrelated with motivation. Sometimes it cannot be differentiated, we tend to name that they are in the same meaning, however they are different, but they are linked each other.

Hurlock (1978: 420) stated:

“An interest has been explained as something with the child identifies his personal being. Interest are source of motivation which drive people to do when they are free to choose, when they see that something will benefit them, they become interest in it. This in turn, leads to satisfaction wanes, so do interest.” It is clearly stated that interest is source of motivation.

1. The Category of Interest

Interest can be divided into two. They are:

- a. Expressed interest: someone can express his or her interest through certain words. By saying “I like studying English very much”.
- b. Manifested interest: someone can manifest his or her interest through certain activities. For example someone is interested in English, she or he will buy English book, English dictionary or everything that relates to English.

Besides, it is also explained in Ratna, (2008: 9) that someone can be categorized have interest if:

- a. Encourage knowing something interesting deeply, doing that activity or involve in that activity.
- b. Doing the activity with pleasure and will prepare much time for that activity.
- c. Have high attention and curiosity toward activity
- d. Feel lucky in doing activity

Based on the statement above, it can be said that if the students have interest in learning, they will play more attention to it.

According to Abri (1996: 84-85) the role of interest in learning is bigger than attitude, the interest has role as a motivating force “I means it is a power to urge the students to learn”. He also says that an interested student in learning will be seemed pushed continuously to learn diligently. He/she is different from the student in which they just accept courses but they are difficult to learn diligently because there is no something that can motivate him/her. In this term we can know how important the interest is.

2. The Factors that Influence Interest

Interest does not appear by chance or without cause. Interest will arise if there are some factors influence it. Actually, speaking is difficult and complex process. It is indicates that the speaking activity involves two factors; they are internal and external factors.

a. Internal Factors

Internal factors are the factors that come from the students that include all personal factors. In addition, these factors can also be classified into two kinds; they are physical and mental factors.

- a) Physical factors; they are include the condition of the students figure and their sense, the condition of physic involves to the students, health that gives much influence to the students’ speaking ability.
- b) Mental factors; these factor covers intelligence, attention, aptitude, readiness and speaking purpose.

b. External factors

External factors are the factors that come from outside of the students. These factors involve factor such as; environment, social economic, background and speaking habits (Nurhadi, 1987:13).

These factors consist of social environment such as family, teachers, society and friends. It means that family, teachers, society and friends is one of factors influence students' interest in English speaking.

External factors cover the outside of the one selfness, for instance, the place which is not suitable for his/her, the physical instruments which are not favorable enough, and then the natural and social milieu that do not support to get high interest.

3. The Indicators of Someone's Interest

Suryadi in Rena (2008: 13) stated that someone can be categorized has an activity if:

- a. Encouraging knowing something interesting deeply, doing that activity.
- b. Doing the activity with pleasure and will prepare much time for that activity.
- c. Having high attention and curiosity toward the activity.
- d. Having fun in doing the activity.

4. The Measure of Interest

In this term, the students can be categorized having interest in learning English if:

- a. The students enjoy in learning English.

- b. The students are active and they always present in learning English
- c. The students attend English subject.
- d. The students are active in asking questions in learning English.
- e. The students enjoy reading English book.
- f. The students have English dictionary and they always bring it when they learn English.
- g. The students always do their English homework.
- h. The students are on time coming in to the class of English subject.

5. The Points to Make Interest Success

According to Popham (1992: 17) there are three points that interest can make students successful

- a. Inhibition: All stimuli that do not connect with the interested object should be thrown.
- b. Apperception: The contents of awareness that connect with the interested object should be expressed.
- c. Adaptation: All views parameters that connect with object should be healthy and work well.

Referring to the above idea, it can be clarified that interest plays important role in teaching and learning process. It is clear that everything that relates with interest and make students' interest success; it is one of purpose of teaching and learning. Interest can make teaching and learning process get success. It depends on everything that relates with interest that we realize in teaching and learning process.

A. The Nature of English Speaking

Speaking is the capability to use a language. Hornby (1989:227) stated that to speak is to reproduce words or to use words in order to utter the words by using conversation. It means that speaking is that to make the learner understands. The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary. In the other words, ways of students will be proficient in speaking is by using minimal response like help them build up a stock of minimal responses that they can use in different types of exchanges. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt and other responses to what another speaker is saying.

Christian (1975:333) also stated that speaking is a productive skill since it produces ideas, messages or suggestion. As language, to learn the speaking needs practices. Learners have to practice most of the time because they cannot be active well without a process of eliminating errors in inconsistencies. Warriner (1958:72) stated “speaking is using less formal English”. Swan (1980: 56) also stated that speaking is uttering words in more formal situations. Speaking is to understand the language used by people. Based on the description above, it is clear that speaking is a skill that is needed in learning a language. This is because thorough speaking people can recognize any message, ideas, suggestions or other important information.

Theoretically, it can be inferred that speaking is a productive and complex skill that takes place when someone express the language face to face and through oral medium in social contacts. In addition, to know the sound, structure and vocabulary system of language, the speaker should think the idea, he wishes to express, either initiating monologue or conversation to a previous speaker.

Based on the definition of speaking above, the writer can summarized that speaking is capability to use language, a skill to share someone ideas, information, suggestion and feeling to another people in oral form.

1. The Purpose of Speaking

The purposes of speaking as expected in 1994 curriculum are as follows, the first is to conduct conversation about many things. The second is to be able to describe things, people, places and sequence of events orally. The third, to express the ideas, opinions, and feeling simply. The last is to tell about planning simply. This purpose indicates that teaching English in Indonesia is to make learners able to use English for any topics and expressions.

Christian (1975: 332) stated that the aim of speaking is to make students able to communicate to others. Learners are expected to be able to produce the language they learn. In order to achieve the purpose stated in 1994 curriculum some activities can be done by the students such as:

- a. Stating the students' ideas about something.
- b. Asking and answering questions based on the information given.
- c. Talking about something that will be done.

2. The Components of Speaking

A language has many parts and components that are contained in order to be used by the people in communication. Here some components that have great influence in order to speak clearly, they are:

a. Pronunciation

All words are made up of sounds and speakers of language need to know these sounds. If they understanding what they said to them and be understood in their turn. In addition, Nasamalar (1996:63) stated that a very important part of learning the spoken language is the learning and teaching pronunciation. Therefore, as an English teacher, he or she not only teach well at pronunciation, but also possible for the students to acquire good pronunciation by imitating him or her.

b. Vocabulary

Language students need to learn lexis of the language. They need to learn what words mean and they use. Meaning that, the students need to have plenty of vocabularies. Since repeating words happened because the learner does not know substitution words. Vocabulary is normally studied in dialogue or conversation.

c. Grammar

Grammar/structure is important in speaking. If we do not know the appropriate grammar in the sentence, the listener will be doubt for what we have said. Warriner (1958: 50) implies that communication in speaking will run smoothly if grammar can be understood. Therefore, speakers must be aware of the grammar used in speaking.

Moreover, Boey (1975:2) stated that grammar has great impact on language teaching. The teacher's background on grammar from linguistic point of view may help them to find the suggested reading and references.

In addition, Eckersly (1961:2) stated that grammar taught has three major objectives. First is used to make the students understand the grammar. Second is used to get students comprehend and provide the answer of any grammatical problems in English. Third is also used to make the students can practice the grammar in their daily life. These objectives indicate that grammar must be used taught in teaching English.

d. Fluency

Speaking is an activity of reproducing words orally. It indicates that there is a process exchanging ideas between speaker and listener. According to Hornby (1974:427) fluency is able to speak or write a language or perform an action smoothly or expressed in a smooth and accurate way. Therefore, it is important to have fluency as having the capability of other components of speaking. Fluency of the speaker can make the listener understand what they mean.

B. Relevant Research

First, Leli (2005) the title is "The Teacher's Methodological Skill in Improving Students' Interest in Learning English at MTs Al-Muttaqin Pekanbaru". The subject of the research are teachers, the technique used is descriptive. Based on

the research, the writer can conclude that teacher's methodology skill in improving students in learning English was fair. The percentage is 62.78%.

Second, Arpan (2009). The title of his research is "Students' Interest in Learning Speaking English at the First Year Students of MTs Al- Muttaqin Pekanbaru". The writer applied questionnaire and observation. After the data were collected, he was processed and its percentage and then he was interpreted the result. Based on the findings, it is found that the students' interest in learning speaking English at the first year of MTs Al- Muttaqin Pekanbaru is categorized "sufficient" by percentage 66.50%.

D. Operational Concept

The operational is the concept used to give the limitation to the theoretical frameworks in order to avoid misunderstanding and misinterpretation in this research. This research type is to describe students' interest in English speaking and the factors influencing students' interest in English speaking;

1. The Indicators of Students' Interest in English Speaking are;

- a. Students always practice English speaking each others.
- b. Students are on time coming into the class of English subject
- c. Students have English dictionary and they always bring it when they learn English speaking
- d. Students always answer teachers' question in English speaking
- e. Students always look for unfamiliar words in dictionary.

- f. Students are active to ask questions in speaking.
- g. Students express their opinions in speaking.
- h. Students prepare themselves to study English speaking.
- i. Students always do the task of English speaking.

2. The Indicators of Factors Influencing Students' Interest in English Speaking are;

a. Internal Factors are:

- 1. The students have good health in speaking classroom.
- 2. The students are challenged to speak English in the class.
- 3. The students have good speaking skill in English speaking.
- 4. The students give more attention in English speaking.
- 5. The students have ambition to be good English speakers.

b. External Factors are:

- 1. The students get motivation from their environment such as: friends, teachers or parents.
- 2. The students have facilities to support them in English speaking.
- 3. The students are comfortable with the number of the students in English speaking.
- 4. The students have study groups in English speaking.

CHAPTER III

Research Methodology

This chapter focuses on the methodology of the research. It presents the design of the research, location of the research, subject and object of the research, population and samples of the research and then continued to techniques of the data collection and technique of the data analysis.

A. The Design of the Research

This research was descriptive quantitative research and consists of one variable that is students' interest in English speaking at the second year of MTs Muhammadiyah 2 Pekanbaru.

B. Location and the Time of the Research

The location of this research was at MTs Muhammadiyah 2 Pekanbaru located at Srikandi Street, Delima Pekanbaru. This research has been done since May 2010.

C. The Subject and the Object of the Research

The subject of the research was students who studied at the second year of MTs Muhammadiyah 2 Pekanbaru. While the object of this research was students' interest in English speaking at the second year of MTs Muhammadiyah 2 Pekanbaru.

D. The Population and the Sample of the Research

The population of this research was all of the second year students of MTs Muhammadiyah 2 Pekanbaru. It consisted of three classes and 66 students. The class VIII.1 consists of 21 students, the class VIII.2 consists of 24 students, class VIII.3

consists of 21 students. The researcher took all of the population to be sample because the population less than 100 persons.

Table III. 1
Population and Sample at MTs Muhammadiyah 2 Pekanbaru

No	Class	Population and Sample
1	VIII. 1	21
2	VIII. 2	24
3	VIII. 3	21
Total	66	

E. Technique of Collecting Data

Selecting appropriate research instrument was an important before conducting a research. In collecting the data of research, the researcher applied the techniques as follows:

1. Questionnaires

The technique used to collect the data was by giving the questionnaire. It was used to measure students' interest and the factors influence it in English speaking. The questionnaire was given to 66 students and it contained about students' interest and the factors influence it in English speaking.

F. The Data Analysis Technique

This study was a descriptive quantitative study, therefore they were processed and analyzed by totaling, and comparing with the total score needed and get percentage. This technique is called descriptive quantitative with percentage with the

title students interest in English speaking. It was used to collect and classify each item of questionnaires that can be seen as follows:

Table III. 2
The Measurement Scale of the Students' Interest

No	Percentage	Category
1	80 – 100%	Very Good
2	70 – 79%	Good
3	60 – 69%	Sufficient
4	50 - 59%	Bad
5	0 – 49%	Very Bad

(Arikunto, 1996: 224)

The first step in getting descriptive quantitative result was by collecting and classifying each item of questionnaires. The next step was counting the percentage of level of students' interest in English speaking and factors influencing students' interest in English speaking. To find out the percentage of each item of questionnaires, the researcher used the formulation as follows:

$$P = F/N \times 100\%$$

Where P: Percentage
 F: Frequency of Score
 N: The Total of Score

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

This chapter present findings that concern the data questionnaire about the students' interest and the factors are influencing students' interest in English speaking in the class. Besides using the questionnaire, the researcher also used data observation about students' interest in English speaking.

1. The Questionnaire Data of Students' Interest in English Speaking

This questionnaire given to know how is the students' interest in English speaking. In collecting the data by questionnaire, the questionnaire was given to 66 students.

Table IV. 1
Students Speak English with Their Friends When They Study English

No.	Classification	Frequency	Percentage (%)
1	Always	3	5%
2	Often	3	5%
3	Sometimes	40	60%
4	Seldom	14	21%
5	Never	6	9%
		66	100%

The table above shows that 5% of respondents choose always, 5% of respondents choose often, 60% of respondents choose sometime, 21% of respondents

choose seldom and 9% of respondents choose never in interesting in English speaking.

Table IV. 2
Students Attend in the Class before Learning English Subject Started

No.	Classification	Frequency	Percentage (%)
1	Always	48	73%
2	Often	5	8%
3	Sometimes	8	12%
4	Seldom	2	3%
5	Never	3	4%
		66	100%

The table above shows that 73% of respondents choose always, 8% of respondents choose often, 12% of respondents choose sometime, 3% of respondents choose seldom and 4% of respondents choose never in interesting in English speaking.

Table IV. 3
Students are on time into the Class of English Subject

No.	Classification	Frequency	Percentage (%)
1	Always	50	76%
2	Often	7	11%
3	Sometimes	8	12%
4	Seldom	-	-
5	Never	1	1%
		66	100%

The table above shows that 76% of respondents choose always, 11% of respondents choose often, 12% of respondents choose sometime, there is no respondents choose seldom and 1% respondents choose never in interesting in English speaking.

Table IV. 4
Students Have English Dictionary

No.	Classification	Frequency	Percentage (%)
1	Always	40	61%
2	Often	8	12%
3	Sometimes	12	18%
4	Seldom	2	3%
5	Never	4	6%
		66	100%

The table above shows that 61% of respondents choose always, 12% of respondents choose often, 18% of respondents choose sometime, 3% of respondents choose seldom and 6% of respondents choose never in interesting in English speaking.

Table IV. 5
Students Bring Their English Dictionary when They Learn English Speaking

No.	Classification	Frequency	Percentage (%)
1	Always	37	56%
2	Often	5	8%
3	Sometimes	19	29%
4	Seldom	3	4%
5	Never	2	3%
		66	100%

The table above shows that 56% of respondents choose always, 8% of respondents choose often, 29% of respondents choose sometime, 4% of respondents choose seldom and 3% of respondents choose never in interesting in English speaking.

Table IV. 6
Students Answer Teacher's Question in English Speaking

No.	Classification	Frequency	Percentage (%)
1	Always	3	4%
2	Often	6	9%
3	Sometimes	43	65%
4	Seldom	13	20%
5	Never	1	2%
		66	100%

The table above shows that 4% of respondents choose always, 9% of respondents choose often, 65% of respondents choose sometime, 20% of respondents choose seldom and there is 2% choose never in interesting in English speaking.

Table IV. 7
When the Teachers Asks Students, Directly Students Respond Him/her

No.	Classification	Frequency	Percentage (%)
1	Always	10	15%
2	Often	6	9%
3	Sometimes	36	55%
4	Seldom	10	15%
5	Never	4	6%
		66	100%

The table above shows that 15% of respondents choose always, 9% of respondents choose often, 55% of respondents choose sometime, 15% of respondents choose seldom and 6% of respondent chooses never in interesting in English speaking.

Table IV. 8
Students Find New Vocabulary in Dictionary

No.	Classification	Frequency	Percentage (%)
1	Always	19	29%
2	Often	15	22%
3	Sometimes	13	20%
4	Seldom	5	8%
5	Never	14	21%
		66	100%

The table above shows that 29% of respondents choose always, 22% of respondents choose often, 20% of respondents choose sometime, 8% of respondents choose seldom and 21% of respondent chooses never in interesting in English speaking.

Table IV. 9
Students Always Look For Unfamiliar Words in Dictionary

No.	Classification	Frequency	Percentage (%)
1	Always	28	42%
2	Often	18	28%
3	Sometimes	16	24%
4	Seldom	4	6%
5	Never	-	-
		66	100%

The table above shows that 42% of respondents choose always, 28% of respondents choose often, 24% of respondents choose sometime, 6% of respondents choose seldom and there is no respondents choose never in interesting in English speaking.

Table IV. 10
Students Ask Their Teacher to Repeat when I Do Not Understand His/her Explanation

No.	Classification	Frequency	Percentage (%)
1	Always	6	9%
2	Often	26	40%
3	Sometimes	26	40%
4	Seldom	3	4%
5	Never	5	7%
		66	100%

The table above shows that 9% of respondents choose always, 40% of respondents choose often, 40% of respondents choose sometime, 4% of respondents choose seldom and 7% of respondent chooses never in interesting in English speaking.

Table IV. 11
Students are Active to Ask Question in English Speaking

No.	Classification	Frequency	Percentage (%)
1	Always	7	11%
2	Often	4	6%
3	Sometimes	37	56%
4	Seldom	14	21%
5	Never	4	6%
		66	100%

The table above shows that 11% of respondents choose always, 6% of respondents choose often, 56% of respondents choose sometime, 21% of respondents

choose seldom and 6% of respondents choose never in interesting in English speaking.

Table IV. 12
Students' Ideas Satisfy the Members of Class

No.	Classification	Frequency	Percentage (%)
1	Always	15	23%
2	Often	6	9%
3	Sometimes	24	36%
4	Seldom	10	15%
5	Never	11	17%
		66	100%

The table above shows that 23% of respondents choose always, 9% of respondents choose often, 36% of respondents choose sometime, 15% of respondents choose seldom and 17% of respondents choose never in interesting in English speaking.

Table IV. 13
Students Express Their Opinion in English Speaking

No.	Classification	Frequency	Percentage (%)
1	Always	6	9%
2	Often	12	18%
3	Sometimes	16	25%
4	Seldom	12	18%
5	Never	20	30%
		66	100%

The table above shows that 9% of respondents choose always, 18% of respondents choose often, 25% of respondents choose sometime, 18% of respondents choose seldom and 30% of respondents choose never in interesting in English speaking.

Table IV. 14
Students Learn English Speaking at Home before Learning it at School

No.	Classification	Frequency	Percentage (%)
1	Always	7	11%
2	Often	6	9%
3	Sometimes	23	34%
4	Seldom	17	26%
5	Never	13	20%
		66	100%

The table above shows that 11% of respondents choose always, 9% of respondents choose often, 34% of respondents choose sometime, 26% of respondents choose seldom and 20% of respondents choose never in interesting in English speaking.

Table IV. 15
Students Prepare Their English Handbook that will be Learnt at School

No.	Classification	Frequency	Percentage (%)
1	Always	50	76%
2	Often	8	12%
3	Sometimes	3	4%
4	Seldom	4	6%
5	Never	1	2%
		66	100%

The table above shows that 76% of respondents choose always, 12% of respondents choose often, 4% of respondents choose sometime, 6% of respondents choose seldom and 2% of respondents choose never in interesting in English speaking.

Table IV. 16
Students Make Group in Finishing Their English Speaking Class

No.	Classification	Frequency	Percentage (%)
1	Always	11	17%
2	Often	2	3%
3	Sometimes	35	53%
4	Seldom	10	15%
5	Never	8	12%
		66	100%

The table above shows that 17% of respondents choose always, 3% of respondents choose often, 53% of respondents choose sometime, 15% of respondents

choose seldom and 12% of respondents choose never in interesting in English speaking.

Table IV. 17
Students Always Do the Task of English Speaking

No.	Classification	Frequency	Percentage (%)
1	Always	38	58%
2	Often	13	20%
3	Sometimes	12	18%
4	Seldom	3	4%
5	Never	-	-
		66	100%

The table above shows that 58% of respondents choose always, 20% of respondents choose often, 18% of respondents choose sometime, 4% of respondents choose seldom and there is no respondents choose never in interesting in English speaking.

Table IV. 18
Students Do Seriously English Speaking Task which is Given by Teacher

No.	Classification	Frequency	Percentage (%)
1	Always	37	56%
2	Often	15	23%
3	Sometimes	8	12%
4	Seldom	6	9%
5	Never	-	-
		66	100%

The table above shows that 56% of respondents choose always, 23% of respondents choose often, 12% of respondents choose sometime, 9% of respondents choose seldom and there is no respondents choose never in interesting in English speaking.

2. The Questionnaire Data of the Factors Influencing Students' Interest in English Speaking

This questionnaire given to find out the factors influencing students' interest in English speaking. In collecting the data by questionnaire, the questionnaire was given to 66 students.

Table IV. 19
Students are fit in English Speaking Class

No.	Classification	Frequency	Percentage (%)
1	Always	17	25%
2	Often	6	9%
3	Sometimes	37	56%
4	Seldom	5	8%
5	Never	1	2%
		66	100%

The table above shows that 25% of respondents choose always, 9% of respondents choose often, 56% of respondents choose sometime, 8% of respondents choose seldom and 2% of respondents choose never in the factors influencing students' interest in English speaking

Table IV. 20
Students Never Get Disease during Learning English Speaking

No.	Classification	Frequency	Percentage (%)
1	Always	12	18%
2	Often	6	9%
3	Sometimes	26	40%
4	Seldom	14	21%
5	Never	8	12%
		66	100%

The table above shows that 18% of respondents choose always, 9% of respondents choose often, 40% of respondents choose sometime, 21% of respondents choose seldom and 12% of respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 21
Students Feel Challenge to Speak English in the Class

No.	Classification	Frequency	Percentage (%)
1	Always	7	11%
2	Often	7	11%
3	Sometimes	17	25%
4	Seldom	16	24%
5	Never	19	29%
		66	100%

The table above shows that 11% of respondents choose always, 11% of respondents choose often, 25% of respondents choose sometime, 24% of respondents

choose seldom and 29% of respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 22
Every English Speaking Topic is Interesting, so Students are Involved in it

No.	Classification	Frequency	Percentage (%)
1	Always	15	23%
2	Often	6	9%
3	Sometimes	21	31%
4	Seldom	15	23%
5	Never	9	14%
		66	100%

The table above shows that 23% of respondents choose always, 9% of respondents choose often, 31% of respondents choose sometime, 23% respondents choose seldom and 14 respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 23
Students are not Difficult to Express Their Idea in English Speaking

No.	Classification	Frequency	Percentage (%)
1	Always	12	18%
2	Often	2	3%
3	Sometimes	30	46%
4	Seldom	18	27%
5	Never	4	6%
		66	100%

The table above shows that 18% of respondents choose always, 3% of respondents choose often, 46% of respondents choose sometime, 27% of respondents choose seldom and 6 respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 24
The Idea that Students Express Satisfy the Members of English Speaking Class

No.	Classification	Frequency	Percentage (%)
1	Always	15	23%
2	Often	4	6%
3	Sometimes	30	46%
4	Seldom	13	19%
5	Never	4	6%
		66	100%

The table above shows that 23% of respondents choose always, 6% of respondents choose often, 46% of respondents choose sometime, 19% of respondents choose seldom and 6% of respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 25
Students are Enthusiastic to Speak English in the Class

No.	Classification	Frequency	Percentage (%)
1	Always	10	15%
2	Often	18	28%
3	Sometimes	20	30%
4	Seldom	8	12%
5	Never	10	15%
		66	100%

The table above shows that 15% of respondents choose always, 28% of respondents choose often, 30% of respondents choose sometime, 12% of respondents choose seldom and 15% respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 26
Students Feel Lost if They Do Not Speak in the Class

No.	Classification	Frequency	Percentage (%)
1	Always	25	38%
2	Often	13	19%
3	Sometimes	8	12%
4	Seldom	9	14%
5	Never	11	17%
		66	100%

The table above shows that 38% of respondents choose always, 19% of respondents choose often, 12% of respondents choose sometime, 14% of respondents

choose seldom and 17% respondents choose never in the factors influencing students' interest in English speaking

Table IV. 27
Students Want to be a Good English Speaker

No.	Classification	Frequency	Percentage (%)
1	Always	48	72%
2	Often	5	8%
3	Sometimes	6	9%
4	Seldom	1	2%
5	Never	6	9%
		66	100%

The table above shows that 72% of respondents choose always, 8% of respondents choose often, 9% of respondents choose sometime, 2% of respondents choose seldom and 9% respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 28
English is Their Hobby Lesson

No.	Classification	Frequency	Percentage (%)
1	Always	19	29%
2	Often	8	12%
3	Sometimes	26	39%
4	Seldom	5	8%
5	Never	8	12%
		66	100%

The table above shows that 29% of respondents choose always, 12% of respondents choose often, 39% of respondents choose sometime, 8% of respondents choose seldom and 12% of respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 29
Students are Motivated because They Do Not Want to be Left behind the Other Friends

No.	Classification	Frequency	Percentage (%)
1	Always	35	53%
2	Often	12	18%
3	Sometimes	15	23%
4	Seldom	4	6%
5	Never	-	-
		66	100%

The table above shows that 53% of respondents choose always, 18% of respondents choose often, 23% of respondents choose sometime, 6% of respondents choose seldom and there is no respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 30
Teacher is Proud and Give Them Good Score if They Speak English in the class.

No.	Classification	Frequency	Percentage (%)
1	Always	32	49%
2	Often	12	18%
3	Sometimes	18	27%
4	Seldom	3	4%
5	Never	1	2%
		66	100%

The table above shows that 49% of respondents choose always, 18% of respondents choose often, 27% of respondents choose sometime, 4% of respondents choose seldom and 2% of respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 31
Students' Parents Give Them Opportunities to Follow English Course

No.	Classification	Frequency	Percentage (%)
1	Always	13	19%
2	Often	7	11%
3	Sometimes	16	24%
4	Seldom	10	15%
5	Never	20	31%
		66	100%

The table above shows that 19% of respondents choose always, 11% of respondents choose often, 24% of respondents choose sometime, 15% of respondents

choose seldom and 31% of respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 32
The School Facilities Support Them to Speak English

No.	Classification	Frequency	Percentage (%)
1	Always	17	26%
2	Often	8	12%
3	Sometimes	17	26%
4	Seldom	6	9%
5	Never	18	27%
		66	100%

The table above shows that 26% of respondents choose always, 12% of respondents choose often, 26% of respondents choose sometime, 9% of respondents choose seldom and 27% of respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 33
Students are Happy when They Learn English Speaking with Their Friends

No.	Classification	Frequency	Percentage (%)
1	Always	40	60%
2	Often	12	18%
3	Sometimes	8	12%
4	Seldom	5	8%
5	Never	1	2%
		66	100%

The table above shows that 60% of respondents choose always, 18% of respondents choose often, 12% of respondents choose sometime, 8% of respondents choose seldom and 2% of respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 34
Students' Numbers in the Class Do Not Disturb them in Learning English in the Class

No.	Classification	Frequency	Percentage (%)
1	Always	16	24%
2	Often	7	11%
3	Sometimes	23	35%
4	Seldom	12	18%
5	Never	8	12%
		66	100%

The table above shows that 24% of respondents choose always, 11% of respondents choose often, 35% of respondents choose sometime, 18% of respondents choose seldom and 12% of respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 35
Students' Study Groups Motivate Them to Speak English in the Class

No.	Classification	Frequency	Percentage (%)
1	Always	8	12%
2	Often	11	17%
3	Sometimes	31	46%
4	Seldom	11	17%
5	Never	5	8%
		66	100%

The table above shows that 12% of respondents choose always, 17% of respondents choose often, 46% of respondents choose sometime, 17% of respondents choose seldom and 8% of respondents choose never in the factors influencing students' interest in English speaking.

Table IV. 36
All of Study Groups are Active in All Learning English speaking

No.	Classification	Frequency	Percentage (%)
1	Always	27	40%
2	Often	5	8%
3	Sometimes	21	32%
4	Seldom	12	18%
5	Never	1	2%
		66	100%

The table above shows that 40% of respondents choose always, 8% of respondents choose often, 32% of respondents choose sometime, 18% of respondents

choose seldom and 2% of respondents choose never in the factors influencing students' interest in English speaking

B. The Data Analysis

1. Data Questionnaire of Students' Interest in English Speaking

After presenting result of questionnaire in the data presentation, the researcher analyzed the recapitulation of questionnaire about students' interest in English speaking. It can be seen below:

Table IV. 37
The Questionnaire Recapitulation of Students' Interest in English Speaking

No	Option									
	Always		Often		Sometime		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	3	5	3	5	40	60	14	21	6	9
2	48	73	5	8	8	12	2	3	3	4
3	50	76	7	11	8	12	-	-	1	1
4	40	61	8	12	12	18	2	3	4	6
5	37	56	5	8	19	29	3	4	2	3
6	3	4	6	9	43	65	13	20	1	2
7	10	15	6	9	36	55	10	15	4	6
8	19	29	15	22	13	20	5	8	14	21
9	28	42	18	28	16	26	4	6	-	-
10	6	9	26	40	26	40	3	4	5	7
11	7	11	4	6	37	56	14	21	4	6
12	15	23	6	9	24	36	10	15	11	17
13	6	9	12	18	16	25	12	18	20	30

14	7	11	6	9	23	34	17	26	13	20
15	50	76	8	12	3	4	4	6	1	2
16	11	17	2	3	35	53	10	15	8	12
17	38	58	13	20	12	18	3	4	-	-
18	37	56	15	23	8	12	6	9	-	-
Tot al	415		165		379		132		97	

From the table above, the researcher identified that the students' interest in English speaking at the second year of MTs Muhammadiyah 2 Pekanbaru, the researcher used the technique analysis of quantitative description with percentage. Hence, every option must be standardized according to scored criterion that can be categorized as follow:

Option A (Always) is categorized as "Very Good" and it is scored : 5

Option B (Often) is categorized as "Good" and it is scored : 4

Option C (Sometimes) is categorized as "Sufficient" and it is scored : 3

Option D (Seldom) is categorized as "Bad" and it is scored : 2

Option E (Never) is categorized as "Very Bad" and it is scored : 1

The first step in getting quantitative analysis result was by collecting and classifying each item of questionnaires based on its options and multiplied them by the standardized scored, which have been determined before.

The next step was counting the percentage of level of the students' interest in English speaking. To find out the percentage, the researcher used the formulation as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage of the students

F = Total score of respondents

N = Total number of respondents

In order to analyze the total percentage of the level of the students' interest in English speaking, it is important to recapitulate all from questionnaire in table above.

It can be seen as follows:

$$\text{Option A} = 415 \times 5 = 2075$$

$$\text{Option B} = 165 \times 4 = 660$$

$$\text{Option C} = 379 \times 3 = 1137$$

$$\text{Option D} = 132 \times 2 = 264$$

$$\text{Option E} = 97 \times 1 = 97$$

From the calculating above, the total number of F is $= 2075 + 660 + 1137 + 264 + 97 = 4233$ and the total of N is $= 415 + 165 + 379 + 132 + 97 = 1188$. To find out the percentage, the observed number of N, it must be compared with the expected number in this research, so 1188 is multiple with 5 as the high item's score, and the result is 5940. Thus, it calculated by using the formula below:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4233}{5940} \times 100\%$$

$$= 71.26\%$$

Since 71.26% is found in the good categories (70 – 79). It can be concluded that students' interest in English speaking is categorized "Good".

2. Data Questionnaire of the Factors Influencing Students' interest in English Speaking

After presenting result of questionnaire in the data presentation, the researcher analyzed the recapitulation of questionnaire about the factors influencing students' interest in English speaking. It can be seen below;

Table IV. 38
The Questionnaire Recapitulation of the Factors Influencing Students' Interest in English Speaking

No	Option									
	Always		Often		Sometime		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	17	25	6	9	37	56	5	8	1	2
2	12	18	6	9	26	40	14	21	8	12
3	7	11	7	11	17	25	16	24	19	29
4	15	23	6	9	21	31	15	23	9	14
5	12	18	2	3	30	46	18	27	4	6
6	15	23	4	6	30	46	13	19	4	6
7	10	15	18	28	20	30	8	12	10	15
8	25	38	13	19	8	12	9	14	11	17

9	48	72	5	8	6	9	1	2	6	9
10	19	29	8	12	26	39	5	8	8	12
11	35	53	12	18	15	23	4	6	-	-
12	32	49	12	18	18	27	3	4	1	2
13	13	19	7	11	16	24	10	15	20	31
14	17	26	8	12	17	26	6	9	18	27
15	40	60	12	18	8	12	5	8	1	2
16	16	24	7	11	23	35	12	18	8	12
17	8	12	11	17	31	46	11	17	5	8
18	27	40	5	8	21	32	12	18	1	2
Tot al	368		149		370		163		134	

3. The Factors Influencing Students' Interest in English Speaking in Classroom

A success of the students in learning English speaking, particularly students interest in English speaking is influenced by some factors. Due to this research, the researcher gets those factors by giving a questionnaire to the respondents. They have been analyzed and taken conclusion. They are as follows:

- a. The respondents are fit in English speaking class. It can be seen from the respondents' answer of questionnaire *sometimes* is 56%.
- b. The respondents never get disease during learning English speaking. It can be seen from the respondents' answer of questionnaire *sometimes* is 40%.

- b. The respondents get motivation from their teacher to speak English. It can be seen from the respondents' answer of questionnaire *sometimes* is 36%.
- c. The respondents feel challenge to speak English in the class. It can be seen from the respondents' answer of questionnaire *sometimes* is 25%.
- d. The respondents are involved in English speaking because the topic is interesting. It can be seen from the respondents' answer of questionnaire *sometimes* is 31%.
- e. The respondents are not difficult to Express Their Idea in English Speaking. It can be seen from the respondents' answer of questionnaire *sometimes* is 46%.
- f. The respondents' ideas that they express satisfy the members of English speaking class. It can be seen from the respondents' answer of questionnaire *sometimes* is 46%.
- g. The respondents are enthusiastic to speak English in the class. It can be seen from the respondents' answer of questionnaire *sometimes* is 30%.
- h. The respondents feel lost if they do not speak English in the class. It can be seen from the respondents' answer of questionnaire *always* is 38%.
- i. The respondents want to be good English speakers. It can be seen from the respondents' answer of questionnaire *always* is 72%.
- j. English is the respondents' hobby lesson. It can be seen from the respondents' answer of questionnaire *sometimes* is 39%.

- k. The respondents are motivated because they do not want to be left behind the other friends. It can be seen from the respondents' answer of questionnaire *always* is 53%.
- l. The respondents' teacher is proud and gives them good score if they speak English in the class. It can be seen from the respondents' answer of questionnaire *always* is 49%.
- m. The respondents' parents give them opportunities to follow English course. It can be seen from the respondents' answer of questionnaire *sometimes* is 24%.
- n. The school facilities support the respondents to speak English. It can be seen from the respondents' answer of questionnaire *always* is 26%.
- o. The respondents are happy when they learn English speaking with their friends. It can be seen from the respondents' answer of questionnaire *always* is 60%.
- p. The respondents' numbers in the class do not disturb them in learning English in the class. It can be seen from the respondents' answer of questionnaire *sometimes* is 35%.
- q. The respondents' study groups motivate them to speak English in the class. It can be seen from the respondents' answer of questionnaire *sometimes* is 46%.
- r. All of the respondents' study groups are active in all learning English speaking. It can be seen from the respondents' answer of questionnaire *always* is 40%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the previous chapter, the researcher can give the conclusion as follows:

1. Based on the data questionnaire before, the percentage obtained for students' interest in English speaking at the second year of MTs Muhammadiyah 2 Pekanbaru is 71.26%. It means that their interest in English speaking is "Good" because 71.26% will be found in category 70% – 79%.
2. There are two factors influence the students' interest. They are:
 1. Internal Factors

Internal factors are the factors that come from the students that include the personal factors. In addition, these factors can also be classified into two kinds; they are physical and mental factors.

- a. Physical factors; they are include the condition of the students figure and sense, the condition of physic involves to the students, health that gives much influence to the students' speaking ability.
- b. Mental factors; these factors covers intelligence, attention, aptitude, readiness and speaking purpose.

2. External Factors

External factors are the factors that come from outside of the students.

These factors involve factor such as:

- a. Family factors; they are include the parents' way to educate their children, financial and the homes condition.
- b. School factors; they are include teaching methods, curriculum and students' homework
- c. Society factors; they are include friends and activities that they are doing in the society.

B. The Suggestion

Based on the conclusion above, here the researcher gives some suggestions, as follows:

Suggestion for Teacher

- a. The teacher should support the students to speak English.
- b. The teacher should give the interesting lesson in English speaking.
- c. The teacher should be creative in selecting the technique that can be used in teaching and learning process.
- d. The teacher should be friendly and motivate the students in English speaking.

2. Suggestion for the Students

- a. The students should learn English seriously for all of languages skill.
- b. The students should be aware, how important to master Eng

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LIST OF APPENDIX

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| Appendix 1 | Questionnaire of Students' Interest in English Speaking at the Second Year of MTs Muhammadiyah 2 Pekanbaru |
| Appendix 2 | Questionnaire of Factors Influencing Students' Interest in English Speaking at the Second Year of MTs Muhammadiyah 2 Pekanbaru |

ABSTRACT

M. Iqbal (2011): “Students’ Interest in English Speaking at the Second Year of MTs Muhammadiyah 2 Pekanbaru”.

The title of this thesis is “Students’ Interest in English Speaking at the Second Year of MTs Muhammadiyah 2 Pekanbaru. The subject of this research was the second year students of MTs Muhammadiyah 2 Pekanbaru object of this research was students’ interest in English speaking. While the formulation of the problem consisted of; How is the students’ interest in English speaking?, and What factors influence students’ interest in English speaking? Furthermore, the aims of the research were to find out and reveal the information about the students’ interest in English speaking and the factors influence.

In this research, the data was collected by using techniques of questionnaire. In analyzing the data, the writer used descriptive quantitative with percentage technique by using the five categories based on Suharsimi Arikunto; if the applied skills acquired by 80-100% is categorized to Very Good, 70-79% is categorized to Good, 60-69% is categorized to Sufficient, 50-59% is categorized to Bad and 0-49% is categorized to Very bad.

Based on the data analysis, students’ interest in English speaking at the second year of MTs Muhammadiyah 2 Pekanbaru is categorized into Good. This can be evidenced from the percentage acquired is 71.26%. Then, there are some factors in English speaking activities; internal motivation, environment of school and braveness of students.

ملخص

محمد إقبال (2011): رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية بالمدرسة الثانوية المحمدية الثانية باكنبارو.

هذا البحث تحت الموضوع "رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية بالمدرسة الثانوية المحمدية الثانية باكنبارو". و فرد البحث طلاب الفصل الثاني بالمدرسة الثانوية المحمدية الثانية باكن بارو, وموضوعه رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية. وتكوين المشكلة لهذا البحث هو كيف رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية بالمدرسة الثانوية المحمدية الثانية باكنبارو ؟ وما هي العوامل التي تؤثر رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية بالمدرسة الثانوية المحمدية الثانية باكنبارو ؟. واهذا يكون البحث لمعرفة المعلومات عن رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية و العوامل التي تؤثرها.

أما طريقة جمع البيانات في هذا البحث هي الملاحظة و الاستبيان. وفي طريقة جمع البيانات إستعمل الباحث خلال الطريقة التوية أخذها الباحث من كتاب سوه رسمى اري كنتو, إذ أن الكفاءة حصلت علي 80-100% فهي جيد جدا, و 70-79% جيد, و 60-69% كاف, و 50-59% ناقص, و 0-49% راسب.

بناء علي تحليل البيانات, أن رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية بالمدرسة الثانوية المحمدية الثانية باكنبارو جيد. هذا من خلال النتائج التي حصلت علي 71.26%. ثم هناك العوامل التي تؤثر رغبة الطلاب في أنشطة التحدث باللغة الإنجليزية وهي دوافع الطلاب نفسه والبيئة الدراسية و شجاعتهم.

ABSTRAK

M. Iqbal (2011): “Minat Siswa dalam Berbicara Bahasa Inggris di MTs Muhammadiyah 2 Pekanbaru”.

Judul skripsi ini adalah “Minat Siswa dalam Berbicara Bahasa Inggris di MTs Muhammadiyah 2 Pekanbaru”. Subjek penelitian ini adalah siswa kelas 2 MTs. Muhammadiyah 2 Pekanbaru, sedangkan objek penelitian ini adalah minat siswa dalam berbicara Bahasa Inggris. Adapun rumusan masalah pada penelitian ini adalah; Bagaimana minat siswa dalam berbicara Bahasa Inggris di MTs Muhammadiyah 2 Pekanbaru?, dan Apakah faktor-faktor yang mempengaruhi minat siswa dalam berbicara bahasa Inggris? Maka dari itu, penelitian ini bertujuan untuk mengetahui dan mengungkapkan informasi tentang minat siswa dalam berbicara bahasa Inggris, serta faktor-faktor yang mempengaruhinya.

Dalam penelitian ini, penulis mengumpulkan data dengan menggunakan teknik angket. Dalam hal penganalisaan data, penulis menggunakan teknik persentase dari deskriptif kuantitatif melalui lima kategori dalam buku karangan Suharsimi Arikunto; jika skill yang diperoleh mencapai 80-100% dikategorikan Sangat Baik, 70-79% dikategorikan Baik, 60-69% dikategorikan Cukup, 50-59% dikategorikan Buruk dan 0-49% dikategorikan Sangat Buruk.

Berdasarkan analisis data, minat siswa dalam berbahasa Inggris di MTs Muhammadiyah 2 Pekanbaru dikategorikan Baik. Hal ini dapat dibuktikan dari hasil yang diperoleh yaitu 71.26%. Kemudian, ada pula beberapa faktor yang mempengaruhi minat siswa dalam berbicara bahasa Inggris, yaitu; motivasi siswa itu sendiri, lingkungan sekolah dan keberanian siswa.



M. IQBAL, Lahir pada tanggal 28 November 1984 di Kelurahan Pusaran, Kecamatan Enok, Kabupaten Indragiri Hilir, Provinsi Riau; dari pasangan suami istri M. Nur (Alm) dan Maimunah yang merupakan anak keempat dari lima bersaudara.

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Pada tanggal 31 Januari 2011 telah dapat menyelesaikan tugas akhir untuk mendapatkan gelar sarjana pendidikan (S.Pd) dengan judul karya ilmiah: “ Students’ Interest in English Speaking at the Second Year of MTs Muhammadiyah 2 Pekanbaru”.

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